Progression in Science

		EYFS		Children know about similarities and differences in relation to objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.			
		Year 1/2		Year 3/4		Year 5/6	
Working Scientifically	Asking Questions	Pupils should be taught to: • ask simple questions and recognise that they can be answered in different ways		Pupils should be taught to: • ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests		Pupils should be taught to: • plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	
		Year 1 Icanasksimple scientific questions.	Year 2 Icanasksimplescientific questions.	Year 3 I can ask relevant scientific questions.	Year 4 I can ask relevant scientific questions.	Year 5 Ican plandifferenttypes of scientific enquiry.	Year 6 Ican plandifferenttypes of scientific enquiry.
	Measuring and Recording	Pupils should be taught to: • observe closely, using simple equipment • perform simple tests • gather and record data to help in answering questions		Pupils should be taught to: • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • gather, record, classify and present data in a variety of ways to help in answering questions		Pupils should be taught to: • take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	

Progression in Science

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Icanuse simple equipmentto make observations. I can carryout simple tests.	Icanuse simple equipment to make observations. I can carryout simple tests.	I can set up a simple enquiryto explore a scientificquestion. I can set up a test to compare two things. I can set up a fair test and explainwhy it isfair. I can make careful and accurate observations, includingtheuse of standard units. I can use equipment, including thermometers and data loggersto make measurements. Ican use diagrams, keys, bar charts and tables; using scientific language.	I can set up a simple enquiry to explore a scientific question. I can set up a test to compare two things. I can set up a fair test and explainwhy it isfair. I can make careful and accurate observations, includingtheuse of standard units. I can use equipment, including thermometers and data loggersto make measurements. Ican use diagrams, keys, bar charts and tables; using scientific language.	I can control variables in an enquiry. I can measure accurate and precisely using a range of equipment. I can record data and resultsusing scientific diagrams and labels, classificationkeys,tables, scatter graphs, bar and line graphs. Read, spell and pronounce scientific vocabulary accurately.	I can control variables in an enquiry. I can measure accurate and precisely using a range of equipment. I can record data and resultsusing scientific diagrams and labels, classificationkeys,tables, scatter graphs, bar and line graphs. Read, spell and pronounce scientific vocabulary accurately
Concluding	Pupils should be taught to: • identify and classify • use their observations and ideas to suggest answers to questions		Pupils should be taught to: • identify differences, similarities or changes related to simple scientific ideas and processes • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use straightforward scientific evidence to answer questions or to support their findings		Pupils should be taught to: • identify scientific evidence that has been used to support or refute ideas or arguments • report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	

Progression in Science

		Year 1 Icanidentify and classifythings. I can suggest what I have found out. I can use simple data to answer questions	Year 2 Icanidentify and classify things. I can suggest what I have found out. I can use simple data to answer questions	Year 3 I can use observations and knowledge to answer scientific questions. I can gather, record, classify and present data in differentways to answer scientific questions. Icanuse findingsto report in different ways, including oral and written explanations, presentation. I can identify differences, similarities and changes related to an enquiry.	Year 4 I can use observations and knowledge to answer scientific questions. I can gather, record, classify and present data in differentways to answer scientific questions. Icanuse findingsto report in different ways, including oral and written explanations, presentation. I can identify differences, similarities and changes related to an enquiry.	Year 5 Icanreport findingsfrom enquiriesin a range of ways. I can explain a conclusion from an enquiry. Icanexplaincausal relationshipsin an enquiry. I can relate the outcome from an enquiry to scientific knowledgein order to state whether evidence supportsor refutesanargumentor theory.	Year 6 Icanreport findingsfrom enquiriesin a range of ways. I can explain a conclusion from an enquiry. Icanexplaincausal relationshipsin an enquiry. I can relate the outcome from an enquiry to scientific knowledgein order to state whether evidence supportsor refutesanargumentor theory.
	Evaluating			Pupils should be taught to: • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions		Pupils should be taught to: • use test results to make predictions to set up further comparative and fair tests	
	Predicting			Year 3 I can draw conclusions and suggest improvements. I can make a prediction with a reason.	Year 4 I can draw conclusions and suggest improvements. I can make a prediction with a reason.	Year 5 Icanuse theoutcomeof testresults to make predictions and set up a further comparative fair test.	Year 6 Icanuse theoutcomeof test results to make predictions and set up a further comparative fair test.

Progression in Science

	Year 1	Year 2	Year 3
Plants	Pupils should be taught to: • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees	Pupils should be taught to: • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Pupils should be taught to: • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
Animals, Including Humans	Pupils should be taught to: • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals,	Pupils should be taught to: • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Pupils should be taught to: • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement

	includingpets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense		

Progression in Science

	Year 1	Year 2	Year 3
Living Things and their Habitats		Pupils should be taught to: • explore and compare the difference between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	

Progression in Science

	Year 1	Year 2	Year 3
Light			Pupils should be taught to: • recognise that they need light in order to see things and that the dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed whenthe light from a light source is blocked by a solid object • find patterns in the way that the size of shadows changes
Forces and Magnets			Pupils should be taught to: • compare how things move on different surfaces • notice that some forces need contactbetween two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and notothers • compare and group together a variety of everyday materials on the basis on whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract orrepel

			each other, depending on which poles are facing

Progression in Science

	Year 1	Year 2	Year 3
Seasonal Change	Pupils should be taught to: • observe changes across the four seasons • observe and describe weather associated with the seasons and how day lengthvaries		
Materials	Everyday Materials Pupils should be taught to: • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties ofa variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties	Uses of Everyday Materials Pupils should be taught to: • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Rocks Pupils should be taught to: • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossilsare formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter

Progression in Science

	Year 4	Year 5	Year 6
Living Things and their Habitats	Pupils should be taught to: • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety ofliving things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things	Pupils should be taught to: • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals	Pupils should be taught to: • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics
Animals, Including Humans	Pupils should be taught to: • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey	Pupils should be taught to: • describe the changes as humans develop to old age	Pupils should be taught to: • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans

Progression in Science

	Year 4	Year 5	Year 6
Evolution and Inheritance			Pupils should be taught to: • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produceoffspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
States of Matter	Pupils should be taught to: • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature		

Progression in Science

	Year 4	Year 5	Year 6
Earth and Space		Pupils should be taught to: • describe the movement of the Earth, and other planets, relative to the Sun • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	
Forces		Pupils should be taught to: • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	

Progression in Science

	Year 4	Year 5	Year 6
Light			Pupils should be taught to: • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
Sound	Pupils should be taught to: • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of asound and features of the object that produced it • find patterns between the volume of asound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases		

Progression in Science

	Year 4	Year 5	Year 6
Electricity	Pupils should be taught to: • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switchesand buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors		Pupils should be taught to: • associate the brightness of a lamp orthe volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness ofbuzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram

Progression in Science

	Year 4	Year 5	Year 6
Properties and Changes of Materials		Pupils should be taught to: • compare and group together everyday materials on the basis of theirproperties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe howto recover a substance from a solution • use knowledge of solids, liquids and gasesto decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, includingmetals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversiblechanges • explain that some changes result in the formation of new materials, and that thiskind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	